

Arizona Ready Funding Workgroup

Taskforce Guiding Principles

College- and Career-Readiness

1. Schools should drive improved student achievement and academic growth so that by 2020 more than 93% of Arizona students graduate from high school college- and career-ready

Efficiency

2. The state should structure its budget and the school finance system to utilize its resources most efficiently and to drive action at the local level that improves student achievement

Flexibility

3. Local flexibility with funding and with regulatory requirements should be based on local performance

Local Innovation

4. That state should move toward a school finance system that can be updated easily and allows for innovation at the local level

Requirements Based on Performance

High Performing Schools

Which requirements placed on schools by statute or rule would you remove for high performing schools and districts?

Struggling Schools

School Grade	Requirements
D	<ul style="list-style-type: none">• The State Board will approve local consortiums, regional centers, or highly effective LEAs to be providers of academic support in improving school culture and aligning school curriculum, resources, professional development, and instructional time to address individual academic needs• Providers will be ranked by the State Board based on the academic gains of their clients
F	<ul style="list-style-type: none">• Change Leadership Model – How should it be structured?

District Grade	Requirements
D (C Districts with Significant Numbers of D Schools)	<ol style="list-style-type: none">1. Report on the Structure and Outcomes of its Teacher Evaluation System
F	<ol style="list-style-type: none">1. Change Leadership Model – How should it be structured?2. Have Teacher Evaluation System Approved by the State Board

Questions for the workgroup:

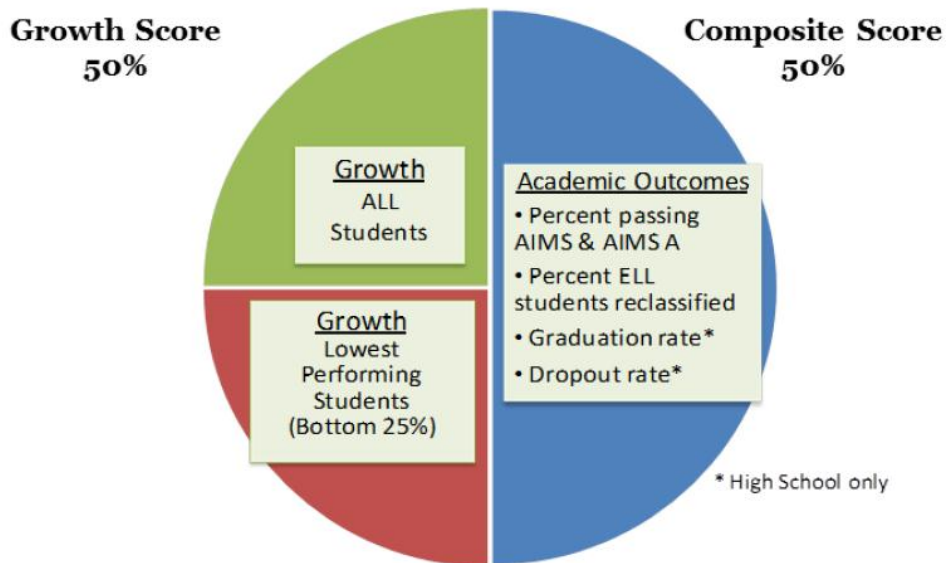
1. What supports should be provided to struggling schools that would facilitate meaningful, lasting changes to the school/district?
2. How would you structure an “academic receivership” model for failing schools/districts?

Proposed Performance Funding Framework

1. Provide graduated achievement payments for A, B, and C LEAs
2. Provide growth payments for all LEAs with the smallest growth payments going to A LEAs and the largest growth payments going to D and F LEAs
 - a. Base growth points on the 200 point scale used for the A-F calculations
 - b. Calculate growth points from an LEAs highest previous score

Current A-F Letter Grade Framework

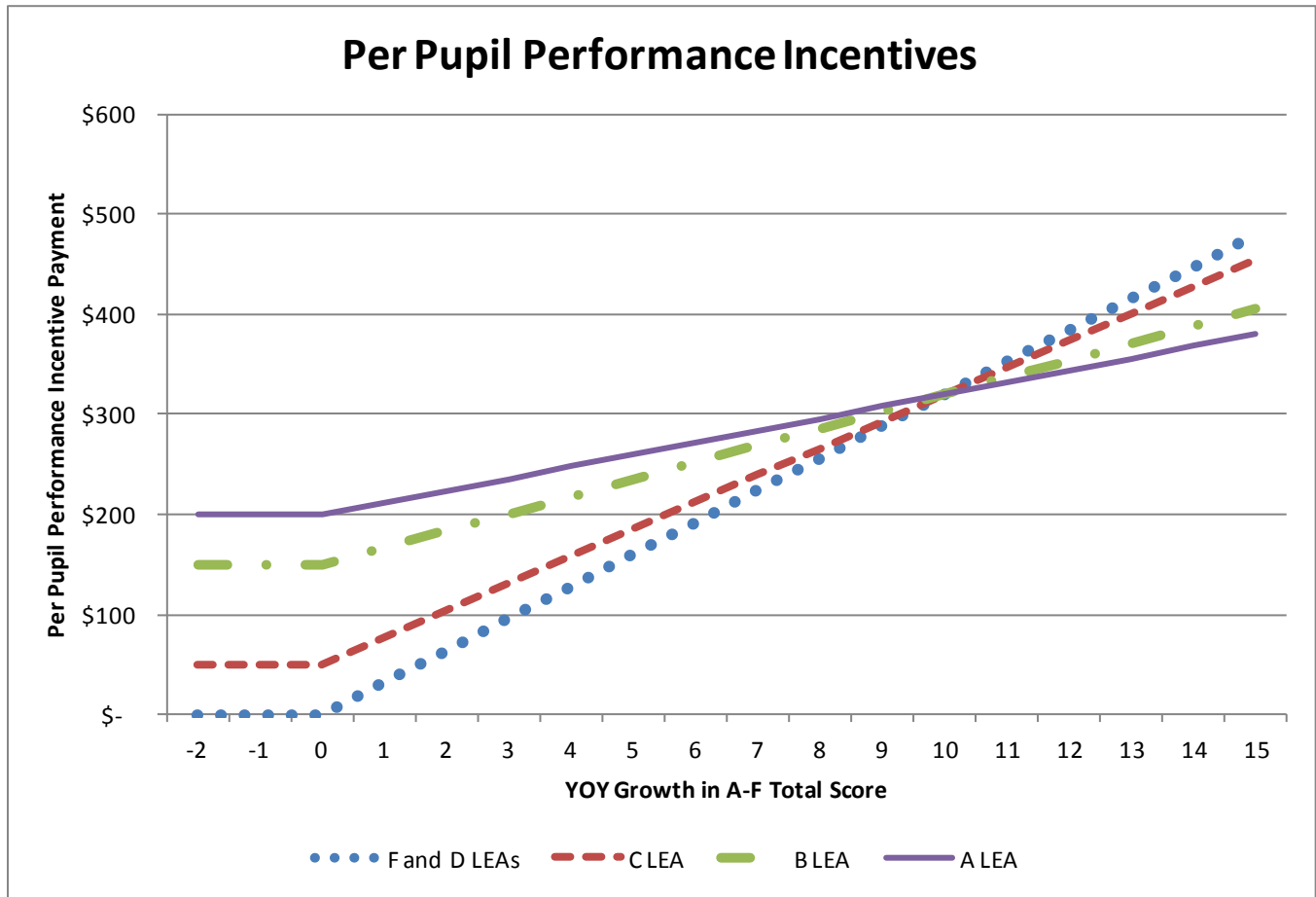
2012 A-F Letter Grades – Traditional



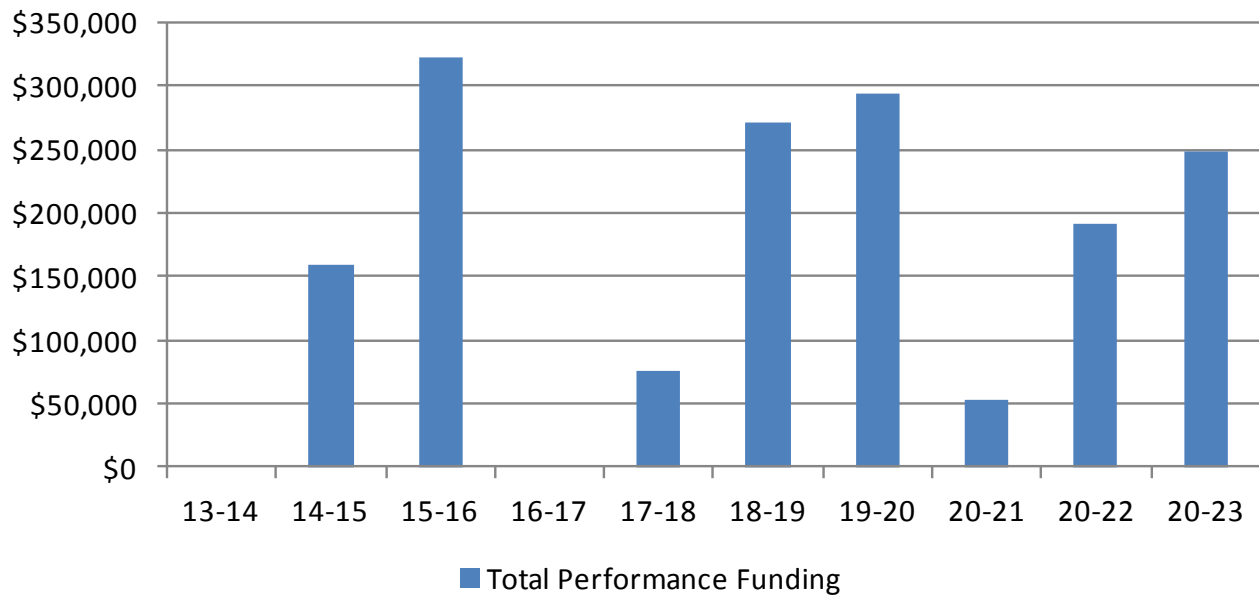
Composite Score + Growth Score = A-F Letter Grade
(100 points possible) + (100 points possible) = 200 points possible

Example LEA Performance Funding Calculation

Payment Type	F LEA	D LEAs	C LEA	B LEA	A LEA
Per Point Growth Payment	\$ 32	\$ 32	\$ 27	\$ 17	\$ 12
Achievement Payment	\$ -	\$ -	\$ 50	\$ 150	\$ 200



Example LEA's Performance Funding



Example LEA						
School Year	ADM	School Grade	Total Points	Growth in Score From Highest Previous Score	Per Pupil Performance Funding	Total Performance Funding
13-14	980	D	90			
14-15	1,000	D	95	5	\$ 160	\$ 160,000
15-16	1,005	C	105	10	\$ 320	\$ 321,600
16-17	950	D	98	-7	\$ -	\$ -
17-18	975	C	106	1	\$ 77	\$ 75,075
18-19	1,020	C	114	8	\$ 266	\$ 271,320
19-20	1,030	B	122	8	\$ 286	\$ 294,580
20-21	1,050	C	118	-4	\$ 50	\$ 52,500
20-22	1,040	B	124	2	\$ 184	\$ 191,360
20-23	1,055	B	129	5	\$ 235	\$ 247,925

Questions for the workgroup:

1. What changes would you make to the general performance funding framework?
2. Would you treat alternative and small schools differently or simply use their separate A-F calculations?

Proposed A-F Framework

A-F Framework – Grades K-8				
Categories	Percentage Weighting	Measures		Considerations/Questions
Assessments	90%	Non-ELL Students – Achievement and growth scores based on PARCC	ELL Students – Achievement and growth scores based on AZELLA	Should we place increased emphasis on 3rd Grade Reading and 8th Grade Math/ELA results (High school readiness)?
School Environment	10%	Teaching Conditions Survey Results	Student/Parent Survey Results	How do you prevent gaming of survey results? Are the costs in time and money justified for statewide implementation? Should these surveys be part of the school improvement process only?
Bonus	Up to 5%	% of and reductions to chronic absentees		

A-F Framework – Grades 9-12					
Categories	Percentage Weighting	Measures			Considerations/Questions
Assessments	60%	Non-ELL Students – Achievement and growth scores based on PARCC	ELL Students – Achievement and growth scores based on AZELLA		How will growth be measured with end-of-course exams?
Graduation	20%	4-year-cohort graduation rate	Improvement in the graduation rate	5- and/or 6-year-cohort graduation rate	
College and Career Readiness	10%	% of students enrolling in postsecondary education or obtaining employment with a sustainable wage within one year	% of students enrolling in postsecondary education who do not require remediation	% of students who pass an AP/IB exam, pass a dual or concurrent enrollment course, or earn a career certificate	Will the SLDS be able to measure these outcomes?
School Environment	10%	Teaching conditions survey results	Student/Parent survey results		Same as above
Bonus	Up to 10%	% of and reductions to chronic absentees	Graduation rate for those who scored in the bottom 25% in 8th grade	Year-over-year improvements in College and Career Readiness measures	

Question for the workgroup:

What changes would you make to the proposed A-F framework?